

will fish and hunt. A small number will enter the general labor market as lumbermen, canners, miners, freighters, sailors, railroad hands, ditchers and what not. Only an odd one will enter the overcrowded trades and professions of to-day. Every Indian boy and girl ought to know how to speak and read simple English (the local newspaper), write a short letter, and enough of figures to discover if the storekeeper is cheating him. Beyond these scholastic accomplishments his time could be put to its best use by learning how to repair a broken harness, how to straighten a sprung tire on his wagon wheel, how to fasten a loose horse shoe without breaking the hoof, how to handle carpenter, garden and farm tools, how to care for horses, cattle, poultry and pigs, till the ground, and learn the great possibilities of the soil.

The girl who has learned the rudiments of reading, writing and ciphering, and knows how to make and mend her clothing, wash and iron, make a good loaf of bread, cook a good dinner, and keep her home neat and clean will be worth vastly more as mistress of a log cabin than one who has given years of study to the ornamental branches alone.

Indian Schools Are of Three Classes.

At present our Indian schools are divided into three classes:—

- 1st. Day schools, situated on the reserves.
- 2nd. Boarding schools, situated on the reserves, or near by.
- 3rd. Industrial, or non-reservation schools.

These schools should be conducted upon lines best adapted to reach the most practical results. A few observations on each of the systems will be in order at this point.

Day Schools.

When treaty was made by our Government, the provision made for education was understood to be day schools on the reserves. For a number of years this was the only system adopted, and when first established had to face the complex character of the Indian. Teachers were engaged promiscuously, and were often without